

12-3-1997

## CWU Faculty Senate Minutes - 12/03/1997

Marsha Brandt

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**CENTRAL WASHINGTON UNIVERSITY**  
**FACULTY SENATE REGULAR MEETING: December 3, 1997**  
(available on Faculty Senate Home Page)  
Presiding Officer: Robert H. Perkins  
Recording Secretary: Marsha Brandt

Meeting was called to order at 3:10 p.m.

**ROLL CALL:**

**Senators:** All Senators or their Alternates were present except Walter Arlt, Bobby Cummings, Leo D'Acquisto, Gerald Gunn, Sidney Nesselroad, Patrick O'Shaughnessy, Debra Prigge, Jean Soliz, Marla Wyatt

**Visitors:** Jean Abel, Daniel CannCasciato, Susan Donahoe, Karen Gookin, Beverly Heckart, John Lasik, Charles McGehee, Don Nixon, Barbara Radke, Russ Schultz, Harris Smith, Carolyn Wells

**CHANGES TO AGENDA:** Delete Item 7. General Education Committee

**APPROVAL OF MINUTES:** The minutes of the November 5, 1997, Faculty Senate meeting were approved with the following changes: 1) Agenda Item 4: Nasser (...available in Faculty Senate Office.) 2) New Business: Motion No. 3131: add "will serve as the basis for what is bargained in the contract and what remains in the Faculty Code." to the end of the motion.

The minutes of the November 25, 1997, Faculty Senate Special meeting were approved as distributed.

**COMMUNICATIONS:** Terry DeVietti, Secretary, presented two communications:

11/4/97 memo from David Dauwalder c: Ivory Nelson, Academic Affairs Council

Re: Request to Refer of Specific Issues to Faculty Senate Curriculum Committee

11/4/97 memo from David Dauwalder c: Ivory Nelson

Re: Proposed Changes to the University Policy Manual

**REPORTS:**

**1. CHAIR**

Chair Perkins announced that as of 12/3/97, 2:30 p.m., 213 ballots were received regarding Motion No. 3128 (Merit Process).

The results will be published on 12/9/97 via e-mail to all senators, department chairs and administrators. They will be announced formally at the January 14, 1998, Senate meeting.

**MOTION NO. 3135: Faculty Senate By Laws Change:**

**Section IV. Committees, B. Senate Standing Committees, 1. Membership:**

*"There shall be six (6) standing committees.... Each standing committee shall consist of no fewer than five (5) faculty members annually appointed by the Executive Committee and ratified by the Senate at the first regular Senate meeting of the academic year; in addition to the five (5) or more faculty members of the Senate Academic Affairs Committee and the Senate Curriculum Committee, two (2) voting, full-time student members from among the student body shall be appointed to the Academic Affairs Committee and one (1) voting, full-time student member from among the student body and one (1) non-voting ex-officio from the Office of the Provost shall be appointed to the Curriculum Committee by the Faculty Senate Executive Committee. No more than one (1) committee member may come from any one (1) department or group with Senate representation. Members may be appointed from among the general faculty with proportional balance sought between the schools. At least one (1) member of each standing committee should have served on the committee the previous year."*

Motion passed.

**2. VICE CHAIR: No Report**

**3. PRESIDENT**

President Nelson brought to the Senate's attention that the six universities and 32 community colleges banded together to ask the legislature for \$250M over the next five years to set up an endowment. That would be matched by the universities raising their portion. It is predicted that it will be a \$500M endowment at the community colleges and universities. The agreed-upon distribution is 32% to UW, 22% to WSU, 32% to community colleges, and 14% to regionals (Central's portion would be about \$8M). Central would have to raise the \$8M to end up with an endowment of \$16M. Central is in the process of developing a bill to be submitted to the upcoming legislature to fund it (this is a short session, 60 days). Central is trying to do some of its own work to get an adequate number of responses. This will not be easy, so if faculty are asked about it, they should support the initiative and idea. Endowments are in perpetuity and they provide higher education a funding avenue.

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**4. Ad Hoc Salary Equity Committee -** Ad Hoc Committee Chair, Russ Schultz, reported that in making this proposal the Ad Hoc Salary Equity Committee held two faculty forums, met with the Dean's and the Provost, and had a review session with President Nelson.

**Ad hoc Committee for Salary Equity  
RFP for Consulting Services**

Scope of Services - The consulting firm will provide the University with the following services during the period January 1, 1998 through June 30, 1998.

1. Provide an overall plan for an evaluation of salary equity among currently employed full-time instructional personnel. This plan should include
  - a) guidance to determine appropriate factors to be incorporated into the analysis, such as (but not limited to):
    - i) previous experience.
    - ii) terminal degree.
    - iii) year of hire.
    - iv) productivity.
    - v) market value/discipline.
  - b) determination of the statistical significance of differing factors.
  - c) assistance in the development of appropriate data base of personnel information based on factors determined in consultation with committee.
2. Evaluate the equity of salaries between those within protected classes of personnel (Title 9) and those not in protected classes using the criteria developed above.
3. Evaluate the equity of salaries with respect to possible salary compression.
4. Provide identification of classes whose members appear to be receiving salaries that are inconsistent with the identified norm based on the identified criteria.
5. Provide initial identification of those individuals who appear to be receiving salaries that are inconsistent with the identified norm based on the identified criteria.
6. Interact with the committee on a regular basis providing interim reports on the progress towards the completion of the project.
7. Advise the university on possible methods of remediation.
8. Recommend a course of action for those with principal hiring authority to prevent this situation from recurring.
9. Assist the committee and the administration in communicating and presenting the results of this study to the university community.
10. Provide the university with a written report of findings and recommendations.

**Requirements of All Proposals**

1. Describe your company's relevant experience in responding to similar educational projects. Included information should
  - a) identify similar studies completed for similar sizes and types of institutions.
  - b) briefly describe the results of previous studies that your company has completed.
  - c) provide references from institutions that your company has previously served.
  - d) describe experiences as an expert witness.
2. Provide vitae of the principal person(s) who will be assigned to this project.
3. Provide the rate structure for these services.
4. Estimate the break-down of costs required to complete the delineated task for each item identified in the Scope of Services.
5. Briefly describe the methods and statistical models that you have used in previous studies of this sort and your rationale for selecting the specific models to meet the needs of the constituencies served.

The figures below provide a profile of the instructional staff. Included in this list are all tenured/tenure track faculty and nontenure track faculty with full-year appointments. Phased retirees are included with tenured/tenure track faculty.

	Tenured/Tenure track faculty	Non-tenure track, full-year appointments	Total percentages for both groups
Women	26.3%	45.6%	29.2%
Men	73.7%	54.4%	70.8%
Non-minorities	89.9%	93.0%	89.6%
Minorities	11.0%	7.0%	10.4%
Disabled	4.3%	0.0%	3.6%
Vietnam Vets	4.6%	5.3%	4.7%
Disabled Vets	.3%	1.8%	.5%
Aged 40 & above	82.9%	71.9%	81.2%
(Total number: 327)		(Total number: 57)	(Total number: 384)

A forum was requested for the Westside.

Part-time faculty were not included for the reason that adjunct salaries will over a 4-year period come in line with salary step 1 of the salary schedule. This in itself is a form of equity for adjuncts.

**Report Accepted**

**5. Ad Hoc Committee on Grade Inflation -** Robert Fordan commented that the committee has had one or two meetings and will have a questionnaire to be distributed to departments through the Executive Committee with a packet from Dartmouth during winter quarter.

**6. FACULTY SENATE STANDING COMMITTEE REPORTS:**

**ACADEMIC AFFAIRS COMMITTEE**

**MOTION NO. 3130: Course Repeats Outside CWU**

Charles McGehee represented the motion with more clearly reflected wording for consideration and approval to be added to the Academic Policy Manual, Section V. "Repetition of Courses." as follows:

**V. Repetition of Courses**

7. Some CWU courses are approved for repetition with credit awarded each time the course is taken and passed. Such

approval is indicated in the course description in the University catalog.

2. Full tuition is assessed for all repeated courses.
3. Other CWU courses may be repeated under the following conditions:
  - a. Students are allowed to take a course a second time. Students attempting to take the same course a third time may do so only with permission of the course instructor and the department chair. Unless otherwise designated as repeatable, courses may not be taken more than three times without permission of dean of the college and department chair.
  - b. Credit will be awarded only once including credit for transfer courses that are repeated at Central.
  - c. When a course is repeated, only the last grade earned will be used in the computation of the cumulative and major grade point averages. All grades will remain in the student's official record.
4. *ANY CWU COURSE REPEATED AT ANOTHER INSTITUTION IS SUBJECT TO THE FOLLOWING REQUIREMENTS:*
  - i) *IT CANNOT BE TRANSFERRED IN FOR CWU CREDIT.*
  - ii) *ITS GRADE WILL NOT BE USED IN CALCULATING EITHER THE CWU OR THE TRANSFER GPA.*
  - iii) *UNDER EXCEPTIONAL CIRCUMSTANCES, IT MAY BE USED TO WAIVE MAJOR OR PROGRAM REQUIREMENTS*

*WITH PERMISSION OF THE DEPARTMENT CHAIR OR THE PROGRAM CERTIFICATION OFFICER.*

**Motion Passed.**

#### **MOTION NO. 3136: Policy on S/U Grading**

Charles McGehee presented a motion for consideration and approval of the Policy on S/U Grading as follows:

New courses for which there are no performance evaluations required for entrance, progress, or completion, and for which attendance is the basis for evaluation, will be graded S/U.

**Motion Passed.**

**Draft Proposal on creating a University College:** Charles McGehee presented the following for discussion only.

#### **PROPOSAL TO INCREASE STUDENT RETENTION AND DECREASE TIME TO DEGREE BY CREATING A UNIVERSITY COLLEGE**

##### **PURPOSE:**

To establish a means through academic policy planning which will enable students to meet basic English and math skill requirements sooner, complete their General Education requirements and enter and complete majors earlier, thereby increasing student retention and decreasing time to degree, all with little or no additional costs to the University.

##### **GOALS:**

To create a coordinated, focused, and internally coherent academic structure wherein:

4. A student will be entered into an intensive advising program at initial registration.
2. A student's basic skill levels will be assessed early and independently of course grading.
3. Progress to bring basic skills in line with University graduation standards will be monitored actively and supplemental support insured.
4. Academic progress toward degree will be monitored continually and actively.
5. A student will be actively guided into a major at the earliest possible opportunity.
6. Adequate funding and timely scheduling of General Education courses will be assured.

##### **CURRENT SITUATION:**

The University already has offices dedicated to Academic Advising, Academic Skills, Testing and Assessment, Access, and Academic Achievement Programs including Minority Student Advising. The General Education Program is monitored by a committee and the Deans of Arts and Humanities and of the Sciences, and funding and scheduling of General Education classes are under their purview as well. These units are currently scattered among five divisions of the University, Academic Services, Institutional Research and Assessment, the College of Arts and Humanities, the College of the Sciences, and Student Affairs. As a result, they lack focus, coordination and common purpose.

##### **PROPOSAL:**

We propose to bring these functions together under a single deanship by creating a *University College*. We propose creating this college by redefining the position currently designated *Dean of Academic Services* to *Dean of the University College*. The Dean of the University College would be an academic dean with portfolio. This position would be responsible for supervising, coordinating, and enforcing:

Academic Advising (currently under Academic Services),  
Academic Skills (currently under Academic Services),  
Testing and Assessment (to be transferred from Institutional Research),  
the Academic Achievement Program and Access Program (currently under Academic Services),  
the General Education Program (to be transferred from CAH and COTS),  
the Individualized Studies major (currently under Academic Services), and  
Career Development Services.

Admissions and the Registrar, currently under the Dean of Academic Services, would be combined into an *Office of Admissions and Records* reporting to the Provost. Veterans Services, also currently under the Dean of Academic Services, would be transferred to Student Affairs. Any other functions not noted here would be transferred where functionally appropriate.

#### **THE ROLE OF THE UNIVERSITY COLLEGE IN FACILITATING STUDENT RETENTION AND TIMELY GRADUATION**

Currently, new student advising is somewhat of a scatter-shot matter with no clear way to compel students into advising, nor with any means to monitor their progress and insure adequate development of basic skills. Unless the student is self-motivated, the student is left to "flounder" until he or she is either motivated to succeed or drop out. Hundreds of students remain without majors until the junior year, and many students put off completion of their General Education requirements until near graduation. We believe that a system which insured early completion of General Education requirements would contribute to a student's focus and commitment to his or her college education. We believe this would



help maintain a student's morale and motivation and, therefore, convert to higher retention and graduation earlier with fewer "wasted" courses and less expenditure of funds both public and private.

As we envision the functioning of the University College, upon registration, a new student, whether new freshman or transfer, would automatically be entered into the Advising Program under the administration of the Advising Center. If the student were prepared for a major, the student would be helped to apply for a major or pre-major program at that time. If the student were not prepared for a major, the Advising Center would take the initiative in scheduling them into Basic and Breadth courses.

Students having academic deficiencies to be corrected would be channeled into Academic Skills programs. The Testing Center would monitor progress toward meeting University skill requirements. Testing would be carried out by Testing and Evaluation Center independent of grading or evaluation by the instructing department or program.

The Advising Center would monitor progress toward successful completion of the General Education requirements and assure program progress. The Advising Center would actively guide the student into a major as soon as practical.\*

Responsibility for General Education advising of students who are admitted to a major or pre-major program early in their college career would lie with the major department. Nevertheless, students will be monitored for basic skill development and progress toward General Education completion by the University College just as if they were under the supervision of the University College.

The Dean of the University College would work with the Dean CAH, the Dean of COTS, and the Chairs of their respective departments to provide funding for and schedule General Education courses as needed.

Through such course scheduling, advising, testing, and intense monitoring of program progress, which is not now possible, it is to be expected that students would be able to reduce academic deficiencies sooner, complete the General Education Program sooner with fewer "wasted" courses, enter a major sooner and stay with it longer, and graduate sooner than is currently the case. We believe that creating a University College will provide the necessary focus, coordination and drive to facilitate these ends. Because this proposal utilizes existing position allocations, it should not require additional resources.

\*\*\*\*\*

We would appreciate your feedback on this draft proposal. Thank you.

\*The Academic Affairs Committee is currently discussing the merits of a General Studies or Liberal Studies major. Such a major has potential for providing flexibility for students not seeking traditional majors or for whom traditional majors are not appropriate. Such a major must maintain the same academic standards expected of all majors. Although it is not being proposed at this time, it may ultimately be a significant addition to the activities of the University College.

**BUDGET COMMITTEE:** No Report

**CODE COMMITTEE:** No Report (Code Committee Interpretation on Motion No. 3126 will be presented at the 1/14/98 meeting)

**CURRICULUM COMMITTEE:** No Report

**PERSONNEL COMMITTEE:** No Report

**PUBLIC AFFAIRS COMMITTEE:** Robert Fordan announced that there will be a Legislative Phone Conference in 406C Barge, Tea Cup room on 12/12/97, 10am -11am.

#### **OLD BUSINESS: MOTION NO. 3131** (tabled by Motion No. 3132)

"We the Faculty Senate support the process whereby the United Faculty of Central AFT/NEA, works with the Senate Executive Committee to distinguish between Union and Senate realms of responsibility. Pursuant to the Board of Trustees agreement to collectively bargain, these realms of responsibility will serve as the basis for what is bargained in the contract and what remains in the *Faculty Code*."

**MOTION NO. 3136:** Ken Gamon moved and Terry DeVietti seconded a motion to remove Motion No. 3131 from the table.

**Motion Passed**

**AMENDMENT MOTION NO. 3137:** Jim Hawkins moved and Ken Gamon seconded a motion to add the wording "in consultation with the general faculty" to Motion No. 3131 after "works with the Senate Executive Committee" to read as follows:

"We the Faculty Senate support the process whereby the United Faculty of Central AFT/NEA, works with the Senate Executive Committee in consultation with the general faculty to distinguish between Union and Senate realms of responsibility. Pursuant to the Board of Trustees agreement to collectively bargain, these realms of responsibility will serve as the basis for what is bargained in the contract and what remains in the *Faculty Code*."

**Motion Passed** (1 opposed, 3 abstained)

**\Motion No. 3131 passed as amended..**

**ADJOURNMENT:** The meeting adjourned at 4:45 p.m.

**\*\*\*NEXT REGULAR FACULTY SENATE MEETING: January 14, 1998\*\*\***

**BARGE 412**

**CENTRAL WASHINGTON UNIVERSITY**  
**FACULTY SENATE REGULAR MEETING: December 3, 1997**  
(available on Faculty Senate Home Page)  
**Presiding Officer: Robert H. Perkins**  
**Recording Secretary: Marsha Brandt**

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**ROLL CALL:**

**Senators:** All Senators or their Alternates were present except Walter Arlt, Bobby Cummings, Leo D'Acquisto, Gerald Gunn, Sidney Nesselroad, Patrick O'Shaughnessy, Debra Prigge, Jean Soliz, Marla Wyatt

**Visitors:** Jean Abel, Daniel CannCasciato, Susan Donahoe, Karen Gookin, Beverly Heckart, John Lasik, Charles McGehee, Don Nixon, Barbara Radke, Russ Schultz, Harris Smith, Carolyn Wells

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**Motion passed.**

**2. VICE CHAIR: No Report**

**3. PRESIDENT**

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2. Provide vitae of the principal person(s) who will be assigned to this project.
3. Provide the rate structure for these services.
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**Report Accepted**

**5. Ad Hoc Committee on Grade Inflation - Robert Fordan commented that the committee has had one or two meetings and will have a questionnaire to be distributed to departments through the Executive Committee with a packet from Dartmouth during winter quarter.**

**6. FACULTY SENATE STANDING COMMITTEE REPORTS:**

**ACADEMIC AFFAIRS COMMITTEE**

**MOTION NO. 3130: Course Repeats Outside CWU**

Charles McGehee represented the motion with more clearly reflected wording for consideration and approval to be added to the Academic Policy Manual, Section V. "Repetition of Courses." as follows:

**V. Repetition of Courses**

7. Some CWU courses are approved for repetition with credit awarded each time the course is taken and passed. Such

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**Motion Passed.**

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2. A student's basic skill levels will be assessed early and independently of course grading.
3. Progress to bring basic skills in line with University graduation standards will be monitored actively and supplemental support insured.
4. Academic progress toward degree will be monitored continually and actively.
5. A student will be actively guided into a major at the earliest possible opportunity.
6. Adequate funding and timely scheduling of General Education courses will be assured.

##### **CURRENT SITUATION:**

The University already has offices dedicated to Academic Advising, Academic Skills, Testing and Assessment, Access, and Academic Achievement Programs including Minority Student Advising. The General Education Program is monitored by a committee and the Deans of Arts and Humanities and of the Sciences, and funding and scheduling of General Education classes are under their purview as well. These units are currently scattered among five divisions of the University, Academic Services, Institutional Research and Assessment, the College of Arts and Humanities, the College of the Sciences, and Student Affairs. As a result, they lack focus, coordination and common purpose.

##### **PROPOSAL:**

We propose to bring these functions together under a single deanship by creating a *University College*. We propose creating this college by redefining the position currently designated *Dean of Academic Services* to *Dean of the University College*. The Dean of the University College would be an academic dean with portfolio. This position would be responsible for supervising, coordinating, and enforcing:

Academic Advising (currently under Academic Services),  
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Testing and Assessment (to be transferred from Institutional Research),  
the Academic Achievement Program and Access Program (currently under Academic Services),  
the General Education Program (to be transferred from CAH and COTS),  
the Individualized Studies major (currently under Academic Services), and  
Career Development Services.

Admissions and the Registrar, currently under the Dean of Academic Services, would be combined into an *Office of Admissions and Records* reporting to the Provost. Veterans Services, also currently under the Dean of Academic Services, would be transferred to Student Affairs. Any other functions not noted here would be transferred where functionally appropriate.

#### **THE ROLE OF THE UNIVERSITY COLLEGE IN FACILITATING STUDENT RETENTION AND TIMELY GRADUATION**

Currently, new student advising is somewhat of a scatter-shot matter with no clear way to compel students into advising, nor with any means to monitor their progress and insure adequate development of basic skills. Unless the student is self-motivated, the student is left to "flounder" until he or she is either motivated to success or drop out. Hundreds of students remain without majors until the junior year, and many students put off completion of their General Education requirements until near graduation. We believe that a system which insured early completion of General Education requirements would contribute to a student's focus and commitment to his or her college education. We believe this would



help maintain a student's morale and motivation and, therefore, convert to higher retention and graduation earlier with fewer "wasted" courses and less expenditure of funds both public and private.

As we envision the functioning of the University College, upon registration, a new student, whether new freshman or transfer, would automatically be entered into the Advising Program under the administration of the Advising Center. If the student were prepared for a major, the student would be helped to apply for a major or pre-major program at that time. If the student were not prepared for a major, the Advising Center would take the initiative in scheduling them into Basic and Breadth courses.

Students having academic deficiencies to be corrected would be channeled into Academic Skills programs. The Testing Center would monitor progress toward meeting University skill requirements. Testing would be carried out by Testing and Evaluation Center independent of grading or evaluation by the instructing department or program.

The Advising Center would monitor progress toward successful completion of the General Education requirements and assure program progress. The Advising Center would actively guide the student into a major as soon as practical.\*

Responsibility for General Education advising of students who are admitted to a major or pre-major program early in their college career would lie with the major department. Nevertheless, students will be monitored for basic skill development and progress toward General Education completion by the University College just as if they were under the supervision of the University College.

The Dean of the University College would work with the Dean CAH, the Dean of COTS, and the Chairs of their respective departments to provide funding for and schedule General Education courses as needed.

Through such course scheduling, advising, testing, and intense monitoring of program progress, which is not now possible, it is to be expected that students would be able to reduce academic deficiencies sooner, complete the General Education Program sooner with fewer "wasted" courses, enter a major sooner and stay with it longer, and graduate sooner than is currently the case. We believe that creating a University College will provide the necessary focus, coordination and drive to facilitate these ends. Because this proposal utilizes existing position allocations, it should not require additional resources.

\*\*\*\*\*

We would appreciate your feedback on this draft proposal. Thank you.

\*The Academic Affairs Committee is currently discussing the merits of a General Studies or Liberal Studies major. Such a major has potential for providing flexibility for students not seeking traditional majors or for whom traditional majors are not appropriate. Such a major must maintain the same academic standards expected of all majors. Although it is not being proposed at this time, it may ultimately be a significant addition to the activities of the University College.

**BUDGET COMMITTEE:** No Report

**CODE COMMITTEE:** No Report (Code Committee Interpretation on Motion No. 3126 will be presented at the 1/14/98 meeting)

**CURRICULUM COMMITTEE:** No Report

**PERSONNEL COMMITTEE:** No Report

**PUBLIC AFFAIRS COMMITTEE:** Robert Fordan announced that there will be a Legislative Phone Conference in 406C Barge, Tea Cup room on 12/12/97, 10am -11am.

#### **OLD BUSINESS: MOTION NO. 3131** (tabled by Motion No. 3132)

"We the Faculty Senate support the process whereby the United Faculty of Central AFT/NEA, works with the Senate Executive Committee to distinguish between Union and Senate realms of responsibility. Pursuant to the Board of Trustees agreement to collectively bargain, these realms of responsibility will serve as the basis for what is bargained in the contract and what remains in the *Faculty Code*."

**MOTION NO. 3136:** Ken Gamon moved and Terry DeVietti seconded a motion to remove Motion No. 3131 from the table.

**Motion Passed**

**AMENDMENT MOTION NO. 3137:** Jim Hawkins moved and Ken Gamon seconded a motion to add the wording "in consultation with the general faculty" to Motion No. 3131 after "works with the Senate Executive Committee" to read as follows:

"We the Faculty Senate support the process whereby the United Faculty of Central AFT/NEA, works with the Senate Executive Committee in consultation with the general faculty to distinguish between Union and Senate realms of responsibility. Pursuant to the Board of Trustees agreement to collectively bargain, these realms of responsibility will serve as the basis for what is bargained in the contract and what remains in the *Faculty Code*."

**Motion Passed** (1 opposed, 3 abstained)

**Motion No. 3131 passed as amended..**

**ADJOURNMENT:** The meeting adjourned at 4:45 p.m.

**\*\*\*NEXT REGULAR FACULTY SENATE MEETING: January 14, 1998\*\*\***

**BARGE 412**



**FACULTY SENATE REGULAR MEETING**

**3:10 p.m., Wednesday, December 3, 1997**

**BARGE 412**

**AGENDA**

**I ROLL CALL**

**II. CHANGES TO AGENDA**

**III. APPROVAL OF MINUTES: November 5, 1997**

**IV. COMMUNICATIONS**

**V. REPORTS:**

**1. CHAIR**

**-MOTION: Faculty Senate By Laws Change:**

**Section IV. Committees, B. Senate Standing Committees, 1. Membership:**

"There shall be six (6) standing committees.... Each standing committee shall consist of no fewer than five (5) faculty members annually appointed by the Executive Committee and ratified by the Senate at the first regular Senate meeting of the academic year; in addition to the five (5) or more faculty members of the Senate Academic Affairs Committee and the Senate Curriculum Committee, two (2) voting, full-time student members from among the student body shall be appointed to the Academic Affairs Committee and one (1) voting, full-time student member from among the student body and one (1) non-voting ex-officio from the Office of the Provost shall be appointed to the Curriculum Committee by the Faculty Senate Executive Committee. No more than one (1) committee members may come from any one (1) department or group with Senate representation. Members may be appointed from among the general faculty with proportional balance sought between the schools. At least one (1) member of each standing committee should have served on the committee the previous year."

**2. VICE CHAIR**

**3. PRESIDENT**

**4**

**5**

**FACULTY SENATE COMMITTEE REPORTS:**

**ACADEMIC AFFAIRS COMMITTEE - Charles McGehee, Chair**

Course Repeats Outside CWU

Policy on S/U Grading

University College

**BUDGET COMMITTEE - Barney Erickson**

**CODE COMMITTEE - Beverly Heckart, Chair**

**CURRICULUM COMMITTEE - Clara Richardson, Chair**

**PERSONNEL COMMITTEE**

**PUBLIC AFFAIRS COMMITTEE - Bobby Cummings, Chair**

**5. Ad Hoc Salary Equity Committee - Russ Schultz**

**6. Ad Hoc Committee on Grade Inflation - Robert Fordan**

**7. General Education Committee - Barry Donahue, Chair**

Course Changes

**VI. OLD BUSINESS**

**-MOTION:** "We the Faculty Senate support the process whereby the United Faculty of Central AFT/NEA, works with the Senate Executive Committee to distinguish between Union and Senate realms of responsibility. Pursuant to the Board of Trustees agreement to collectively bargain, these realms of responsibility will serve as the basis for what is bargained in the contract and what remains in the *Faculty Code*."

**V. NEW BUSINESS**

**VIII. ADJOURNMENT**

**\*\*\*NEXT REGULAR SENATE MEETING: January 14, 1997\*\*\***

**BARGE 412**

MEMO

TO: Faculty Senate Executive Committee

FROM: Faculty Senate Academic Affairs Committee  
Charles McGehee, Chair

RE: Course repeats outside CWU

DATE: November 14, 1997

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NOV 14 1997  
CWU FACULTY SENATE

At the November 5, 1997, meeting the Faculty Senate returned to to the Academic Affairs Committee a proposal to restrict repetition of CWU courses at other institutions.

The Committee has re-examined the issues and clarified its intent. In addition to the rationale outlined in the agenda of the November 5 meeting, the Committee would like also to note that allowing a repeat grade from elsewhere to enter a CWU transcript would have the effect of replacing a CWU grade with an outsider's grade, thus "contaminating," if you will, CWU's record.

Even if the faculty were to approve a specific course elsewhere for credit, potentially it would put the faculty in the position of having to approve for other students nominally equivalent courses at other institutions even though they did not believe they met their own standards.

We believe that, given adequate notice — this policy would not go into effect until the Fall of 1998 — students should expect to have to pass courses within the structure of CWU, even if it means taking more time to do so. Anything less is to encourage efforts to skirt our standards. Even if a program requirement were to be waived because a course were repeated elsewhere, the CWU bad grade should remain on the transcript until it had been made up here where the problem was experienced. It seems to us that the integrity of our program requires it.

Following is revised wording which more clearly expresses our intent. Recommended new wording is in italic upper-case letters. Note especially item 4:

#### IV.

#### V. Repetition of Courses

1. Some *CWU* courses are approved for repetition with credit awarded each time the course is taken and passed. Such approval is indicated in the course description in the University catalog.
2. Full tuition is assessed for all repeated courses.
3. Other *CWU* courses may be repeated under the following conditions:
  - a. Students are allowed to take a course a second time. Students

attempting to take the same course a third time may do so only with permission of the course instructor and the department chair. Unless otherwise designated as repeatable, courses may not be taken more than three times without permission of dean of the college and department chair.

- b. Credit will be awarded only once including credit for transfer courses that are repeated at Central.
- c. When a course is repeated, only the last grade earned will be used in the computation of the cumulative and major grade point averages. All grades will remain in the student's official record.

#### 4 ANY CWU COURSE REPEATED AT ANOTHER INSTITUTION IS SUBJECT TO THE FOLLOWING REQUIREMENTS:

- a. *IT CANNOT BE TRANSFERRED IN FOR CWU CREDIT.*
- b. *ITS GRADE WILL NOT BE USED IN CALCULATING EITHER THE CWU OR THE TRANSFER GPA.*
- c. *UNDER EXCEPTIONAL CIRCUMSTANCES, IT MAY BE USED TO WAIVE MAJOR OR PROGRAM REQUIREMENTS WITH PERMISSION OF THE DEPARTMENT CHAIR OR THE PROGRAM CERTIFICATION OFFICER.*

End of report

MEMO

TO: Faculty Senate Executive Committee  
FROM: Faculty Senate Academic Affairs Committee  
DATE: November 7, 1997  
RE: Policy on S/U grading

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NOV 14 1997  
CWU FACULTY SENATE

The Faculty Senate Academic Affairs Committee has been concerned with letter grades being given in courses for which attendance, rather than performance, may be the basis for the grade.

Although there has been a widespread belief that this has been a basis for grade inflation and an abuse of the grading system, our studies have not revealed such. Instead, we are now persuaded that what may appear to the outside world as attendance based grading may in fact be based on other, less obvious forms of evaluation. In the case of music ensemble courses, for instance, minimum performance criteria may be required to enroll, reliable participation may be demanded as a skills intrinsic to the enterprise being learned, and completion of the ensemble performance itself may be evidence of successful acquisition of certain requisite musical skills. The same may be said for varsity athletics.

Thus, the Academic Affairs Committee finds itself unwilling to second-guess current course offerings and the legitimacy of their grading and is willing to allow them to continue unchallenged. On the other hand, we do believe that future courses should be required to spell out and defend their proposed grading practices to the Curriculum Committee when applying for course approval. We therefore propose the following:

New courses for which there are no performance evaluations required for entrance, progress, or completion, and for which attendance is the basis for evaluation, will be graded S/U.

This policy is effective immediately and will be forwarded to the Curriculum Committee for implementation.

We are aware that courses numbered 500, professional development courses, are not graded consistently, either with letter grades or S/U, and often attendance is the only basis for grading. They are not accepted for University credit, however, and, for that reason, they have not been the focus of our concern. We do not believe the reputation of the University is enhanced, however, by any grades being given without a basis in substantive evaluation. We therefore intend that this policy extend to courses bearing the CWU imprimatur which includes those numbered 500 courses as well.

The Faculty Senate Academic Affairs Committee urges all departments to re-evaluate their current course offerings to insure that grading in all courses for which letter grades are given be based on substantive evaluation. All other courses should be changed to S/U.

End of report.

MEMO

TO: Provost Dauwalder  
Academic Council  
Department Chairs

FROM: Faculty Senate Academic Affairs Committee  
Charles McGehee, Chair

CC: President Nelson  
Faculty Senate Executive Committee  
Academic Affairs Committee

DATE: June 9, 1997

RE: Draft proposal to create a University College

Out of concern to facilitate student progress in meeting general education objective, entering a major in a more timely fashion, as well as increasing student retention and decreasing time to degree, the Faculty Senate Academic Affairs Committee wishes to circulate the following draft proposal for your consideration. Due to the fact that summer is now upon us, we are sending you this with the full knowledge that further action on the proposal by us may not be possible until Fall, 1997.

\*\*\*\*\*

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

PROPOSAL TO INCREASE STUDENT RETENTION  
AND DECREASE TIME TO DEGREE  
BY CREATING A UNIVERSITY COLLEGE

PURPOSE:

To establish a means through academic policy planning which will enable students to meet basic English and math skill requirements sooner, complete their General Education requirements and enter and complete majors earlier, thereby increasing student retention and decreasing time to degree, all with little or no additional costs to the University.

GOALS:

To create a coordinated, focused, and internally coherent academic structure wherein:

1. A student will be entered into an intensive advising program at initial registration.
2. A student's basic skill levels will be assessed early and independently of course grading.
3. Progress to bring basic skills in line with University graduation standards will be monitored

RECEIVED  
NOV 14 1997  
CWU FACULTY SENATE

actively and supplemental support insured.

4. Academic progress toward degree will be monitored continually and actively.
5. A student will be actively guided into a major at the earliest possible opportunity.
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CURRENT SITUATION:

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PROPOSAL:

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THE ROLE OF THE UNIVERSITY COLLEGE  
IN FACILITATING STUDENT RETENTION AND TIMELY GRADUATION

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MEETING: 12-3-97

☒ ALSOSZATAI-PETHEO, John  
☒ AMATO, Sara  
☒ ARLT, Walter  
☒ BAXTER, Louise  
☒ BEAGHAN, Jim  
☒ BRODERSEN, Bret  
☒ CLEARY, Delores  
☒ CUMMINGS, Bobby  
☒ D'ACQUISTO, Leo  
☒ DeMARIST, Claire  
☒ DeVIETTI, Terry  
☒ ELY, Lisa  
☒ EMMANS, Cindy  
☒ FORDAN, Robert  
☒ GAMON, Ken  
☒ GRAY, Loretta  
☒ GUNN, Gerald  
☒ HAWKINS, Jim  
☒ HOOD, Webster  
☒ KAMINSKI, Walter  
☒ KIDWELL, Michelle  
☒ LEWIS, Keith  
☒ MACK, Richard  
☒ MONSON, Luetta  
☒ NELSON, Ivory  
☒ NESSELROAD, Sidney  
☒ NGALAMULUME, Kalala  
☒ O'SHAUGHNESSY, Patrick  
☒ PERKINS, Rob  
☒ PRIGGE, Debra  
☒ RICHMOND, Lynn  
☒ ROMBOY, Dieter  
☒ ROSELL, Sharon  
☒ RUSSELL, Amy  
☒ SCHAEFER, Todd  
☒ SOLIZ, Jean  
☒ SPENCER, Andrew  
☒ THOMAS, Carin  
☒ THYFAULT, Alberta  
☒ UBELACKER, Morris  
☒ WILLIAMS, Wendy  
☒ WYATT, Marla

\_\_\_\_\_ HACKENBERGER, Steven  
 \_\_\_\_\_ OWENS, Patrick  
 \_\_\_\_\_ JEFFERIES, Stephen  
 \_\_\_\_\_ RAUBESON, Linda  
 \_\_\_\_\_ vacant  
  
 \_\_\_\_\_ BENSON, William  
 \_\_\_\_\_ OLSON, Steve  
 \_\_\_\_\_ MUSTAIN, Wendy  
  
 \_\_\_\_\_ STREET, Warren  
 \_\_\_\_\_ HINTHORNE, James  
 \_\_\_\_\_ SCHMITZ, Steven  
 \_\_\_\_\_ GARRETT, Roger  
 \_\_\_\_\_ HARPER, James  
 \_\_\_\_\_ CIOFFI, Frank  
 \_\_\_\_\_ FAIRBURN, Wayne  
 \_\_\_\_\_ ZETTERBERG, Mark  
 \_\_\_\_\_ BURKHOLDER, Peter  
 \_\_\_\_\_ HOLDEN, LAD  
 \_\_\_\_\_ GELLENBECK, Ed  
 \_\_\_\_\_ BACH, Glen  
 \_\_\_\_\_ GHOSH, Koushik  
 \_\_\_\_\_ WOODCOCK, Don  
 \_\_\_\_\_ DAUWALDER, David  
  
 \_\_\_\_\_ HECKART, Beverly  
 \_\_\_\_\_ HOLTFRETER, Robert  
 \_\_\_\_\_ BERTELSON, Cathy  
 \_\_\_\_\_ CAPLES, Minerva  
 \_\_\_\_\_ BRADLEY, James  
 \_\_\_\_\_ MORENO, Stella  
 \_\_\_\_\_ BRAUNSTEIN, Michael  
 \_\_\_\_\_ GILLESPIE, Amy  
 \_\_\_\_\_ WIRTH, Rex  
 \_\_\_\_\_ OLIVERO, Michael  
 \_\_\_\_\_ BOERS, Geoffrey  
 \_\_\_\_\_ KURTZ, Martha  
 \_\_\_\_\_ BUTTERFIELD, Carol  
 \_\_\_\_\_ ALWIN, John  
 \_\_\_\_\_ WEYANDT, Lisa  
 \_\_\_\_\_ SCHACTLER, Carolyn

12-3-97  
Date

**VISITOR SIGN-IN SHEET**

DANIEL CANNASCATO

Karen Garkin

Ram Schultz

Susan Donahoe

✓ Charles McGehee

Dean T. Abel

David A. Smith

Carolyn Wells

✓ Barbara Korte

Beverly Hestant

John Lasit

Don Nixon

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting.

Thank you.

Presiding Officer: Robert H. Perkins

Recording Secretary: Marsha Brandt

Meeting was called to order at 3:10 p.m.

OK  
gm

## 3. PRESIDENT

President Nelson brought to the Senate's attention that the six universities and 32 community colleges banded together to ask the legislature for \$250M over the next five years to set up an endowment. That would be matched by the universities raising their portion. It is predicted that it will be a \$500M endowment at the community colleges and universities. The agreed-upon distribution is 32% to UW, 22% to WSU, 32% to community colleges, and 14% to regionals (Central's portion would be about \$8M). Central would have to raise the \$8M to end up with an endowment of \$16M. Central is in the process of developing a bill to be submitted to the upcoming legislature to fund it (this is a short session, 60 days). Central is trying to do some of its own work to get an adequate number of responses. This will not be easy, so if faculty are asked about it, they should support the initiative and idea. ~~The money will be around in perpetuity~~ <sup>Endowment one</sup> ~~and it will also assist~~ <sup>a funding stream</sup> ~~higher education in establishing an endowment.~~ <sup>avenue?</sup> ~~They provide~~

Rotary Club Presentation (12/3/97) Handout: Business & Financial Affairs Division: Units & Activities (November 1997) 1) CWU Economic Impact on Community (Central puts \$71M+ worth in payroll into the Ellensburg community. Students who live off-campus put \$34M+ into the community.) 2) Human Resources, 3) Business Services & Contracts, 4) CTS, 5) Environmental Health & Safety, 6) Facilities, 7) Financial Services, 8) Public Safety & Police Services.

President Nelson addressed the question as to whether it has been proposed that Eastern Washington University would merge with Washington State University. He commented that for WSU to take the reins, Eastern's Board of Trustees would be dissolved, but Eastern would still have to have a president, a provost, its faculty, and all of the present functions. Procedures would have to be worked out, but the actual taking over of the university would not be a difficult matter procedurally, perhaps politically. President Nelson saw no impact on Central if this change were to happen. The nature of Eastern would not change by making it report to a different structure. ~~That type of change takes decades.~~ <sup>Significant Mission</sup> ~~But~~ <sup>long times</sup> Central would still have the same type of competition with Eastern for students because ~~they~~ <sup>EASTERN</sup> would not change ~~their~~ <sup>it</sup> mission overnight. <sup>possibly</sup> They could change the name to WSU at Cheney, but WSU is also having enrollment problems. Last year ~~they were~~ <sup>WSU was</sup> down 800 students; this year ~~they are~~ <sup>WSU is</sup> still down 500 students.

**BUSINESS AND FINANCIAL**  
**AFFAIRS DIVISION**

**UNITS AND ACTIVITIES**

**November 1997**

**Central Washington University**

## **CWU Economic Impact on Community**

Fiscal Year Ending June 30, 1997

Payroll	\$47,312,216
Student Financial Aid Disbursements	\$19,497,716
Vendor Payments-Ellensburg	<u>\$4,519,133</u>
Total	\$71,329,065

### **Estimated Expenditures of Non-Residential Students**

	Amount	# Students	
Accommodations and Food	\$4195	4164	\$17,469,980
Transportation	\$1026	6106	\$6,264,756
Miscellaneous	\$1626	6540	<u>\$10,634,040</u>
			\$34,366,776

### **Other Activities**

#### **Conference Center**

Guests 17,904

Bed/nights 65,418

#### **Asia Program**

Students 153



## HUMAN RESOURCES

Staffing at CWU:	PERM	TEMP	TOTAL
• Faculty	397	200	597
• Admin/Exempt	143	001	144
• Civil Service	531		531
• Temp/Hourly		<u>163</u>	<u>163</u>
Total	<u>1014</u>	<u>364</u>	<u>1378</u>

### New Employees Hired (10/01/96 - 09/30/97):

- 45 Faculty
- 65 Civil Service
- 18 Administrators

### Retirements:

- 1995 - 23 employees
- 1996 - 30 employees
- 1997 - 39 employees

### Resignations:

- 32 employees

### Personnel Action Forms Processed

- 6999

### Change in Medical Plans:

- 188 employees

### Classified Employment Data:

- 55 positions posted
- 7000 application requests mailed
- 1063 applications received
- 90 new hires/job changes
- 118 positions reviewed
- 746 applications referred

### Exempt Employment Data:

- conducted 34 searches
- hired 17 employees
- handled 26 separations

### Training:

- 360 employees attended on-campus sessions
- 777 employees attended off-campus sessions
- 75 employees have taken classes under class work policy
- 55 video and audio training tapes checked out from HR
- 79 training opportunities in Yakima advertised
- 76 employees attended retirement workshops

### Shared Leave:

- 5 requests to receive shared leave
- 12 donations processed
- 318.5 hours donated

## **BUSINESS SERVICES AND CONTRACTS**

- 1822 active contracts on file
- 304 new contracts 07/01/96-06/30/97
- Approximately 400 old contracts reviewed

### **PUBLIC DISCLOSURE LAW**

- 89 requests received fiscal year 1997-98
- Over 2300 documents reviewed

### **STATE'S RECORD MANAGEMENT**

- 36 new schedules have been updated and need review for completion
- Over 200 schedules need to be maintained

### **TORT CLAIMS**

- 32 Tort claims processed

### **PURCHASING     July 1996 through June 1997**

- 8912 purchase orders
- 42 bids over \$30,000
- 89 quotes
- 299 faxed quotes
- 37 state requisitions
- 1 state printer

## COMPUTING AND TELECOMMUNICATIONS SERVICES

<u>Voice</u>			<u>Sep</u>
	<u>1985</u>	<u>1996</u>	<u>1997</u>
Telephone Lines	535	1832	1943
Telephone Service Orders	268	843	1147
Voice Mail Users	<u>Jan'93</u>	<u>Nov'95</u>	<u>Sep'97</u>
	700	1100	1267
<u>VAXs</u>	<u>Jan'93</u>	<u>Nov'96</u>	<u>Sep'97</u>
Accounts	1531	4861	6921
<u>NETWORK</u>	<u>Jan'93</u>	<u>Nov'96</u>	<u>Sep'97</u>
Terminal (Serial) Connections	1041	1360	760
Ethernet Connections	<u>Jan'94</u>	<u>Nov'9</u>	<u>Sep'97</u>
	34	1375	1875
<u>Modern Student Microcomputer Labs</u>	<u>Sep'89</u>	<u>Sep'95</u>	<u>Sep'97</u>
LABS	1	19	19
<u>Microcomputer Purchases</u>	<u>89-92</u>	<u>92-95</u>	<u>96-97</u>
3 Years before & after 1992	557	1302	600
<u>Microcomputer Software Installations</u>	<u>1993</u>	<u>1996</u>	<u>96-97</u>
Totals	516	4092	4300
Daily Average	4.1	16.3	17.1
<u>Help Desk Tasks</u> SP96 FL96			
Completed Tasks/Mo.		141	216
Technology Fee		Sep-96	
Internet in the Halls		Sep-96	

## **ENVIRONMENTAL HEALTH AND SAFETY**

- Disposed of 6852 pounds of hazardous waste
- State of the art hazardous waste storage facility completed and occupied
- Received and processed 127 CWU accident/incident reports
- Managed 69 Labor and Industries Worker's Compensation claims
- Developed and implemented 10 worker return to work plans (estimated \$100,000 savings) by proactively transitioning temporarily disabled workers back to full-time duties
- Received a retrospective rating refund from the Department of Labor and Industries of over \$32,000. The funds were used to purchase safety and ergonomic equipment for a variety of campus departments (Administrative and Academic)

## **ERGONOMICS PROGRAM**

- Provided approximately 100 ergonomic consultations
- One of the best in the state
- Linked with the purchasing department
- Ergonomics Showcase is completed and used regularly (includes demonstration of the furniture to be used in the new Science building and Black Hall.)
- Other State institutions want to learn from us.
- There are currently no active, open claims for office-related repetitive stress injuries

## **FACILITIES**

- \$100 million capital projects under construction

### **We maintain:**

- 1,458,226 sq feet of floor space, current
- 1,072,215 sq feet, auxiliary
- 214,238 sq feet will be added with Science Bldg. and Black Hall
- Total 2,744,679 sq feet
- 380 acres of land
- 255 acres are landscaped

### **Utilities Maintained:**

- 5 miles of sanitary sewers
- 3 miles of domestic water
- 7 miles of irrigation water
- 4 miles of supply steam lines
- 3 miles of return chilled water lines
- 7 miles of electrical communication duct

### **Motor Pool:**

- Maintain 192 vehicles

### **Work Orders**

- Processed 16,615 in 1996



## **FINANCIAL SERVICES**

### **Grants and Contracts**

- A. Over 150 grants and contracts
- B. Processed 3.9 million in grants and contracts (exc. financial aid) and \$478 thousand in research

### **Payroll**

- Payroll \$47.3 million
  - Benefits \$11.1 million
- |                        |   |        |
|------------------------|---|--------|
| Payroll checks in 1997 | - | 35,748 |
| ACH payments for 1997  | - | 21,018 |

### **Receipts**

- Cash Collected
- |                   |                       |
|-------------------|-----------------------|
| Tuition and fees  | \$26.8 million        |
| Sales and service | <u>\$21.1 million</u> |
|                   | \$47.9 million        |

### **Expenditures**

- A/P Disbursements
  - 44,875 vouchers
  - 51,247 checks and
  - 93 ACH payments
- Processed expenditures exceeding \$84.5 million

### **Accounting**

- Accounts in FRS
  - G/L 2358
  - S/L 2942
  - 5300

### **Financial Aid**

- Distributed over \$37.7 million in student financial aid
  - \$19.4 million disbursed back to students

## PUBLIC SAFETY AND POLICE SERVICES

- 11 Officers fully commissioned by the State
- 2 Parking Enforcement Officers
- Conduct 60-75 Crime Prevention Programs
- Strong cooperative relations with the city police
- Active implementation of crime prevention strategies
- Enhanced response in emergency situations through Kitcom partnership
- 24-hour switchboard operation

### CRIME STATISTICS:

<u>1996</u>	<u>1995</u>	<u>1994</u>	<u>1993</u>
283	280	369	271

HISTORICALLY, WE HAVE ENJOYED ONE OF THE SAFER  
CAMPUSES IN THE NORTHWEST!

## **Collective Bargaining at Universities**

### **Items typically negotiated into a Collective Bargaining Agreement:**

- **Salary in all its forms**--merit, market, equity, promotion, longevity, schedules, minimums, ranges, and cost of living adjustments.
- **Benefits above and beyond what the state provides**--book and computer funds, access to activities, parking, retirement options (early and phased)
- **Basic Security**--Academic freedom guarantees, due process, evaluation procedures, denial of tenure procedures, securing tenure, non-discrimination and protection from sexual harassment, reduction in force procedures.
- **Processes that are fair**--mechanism to provide fair and peaceful way to resolve disputes, binding third party grievance arbitrations, and clear, enforceable, uniformly applied tenure procedures.
- **Professional treatment**--Professional development funded and fairly applied, protection for intellectual property (copyrights, etc.), procedures for sabbatical and other leaves spelled out insuring the preservation of the role of faculty in all curricula and program matters.
- **Working conditions**--Workload parameters established, right to overload, right to a safe and secure working environment, equipment and technology.

### **Items typically left to the Faculty Senate (Governance Process)**

- **Content of programs and course development.**
- **All curriculum matters:** such as streamlining breadth requirements.
- **Input into overall budgets.**
- **Standards of evaluation, promotion, tenure, hiring and sabbaticals.**
- **Input on selection of administrators.**
- **Input on decisions to hire faculty.**
- **General education requirements:** such as raising curriculum to multicultural standards.
- **Degree requirements.**
- **Educational mission and goals.**

*Division of items bargained and those left to the Faculty Senate is not cast in stone and may vary from university to university. Basically, over and above salary and terms and conditions of employment, the contract negotiates procedures, including the power of departments to set standards. The actual setting of those standards is left to the governance process.*

**Collective Bargaining gives more, not less, strength to the Faculty Senate. The union legally validates the Faculty Senate's duties.**

*\*Subject to variation from campus to campus*

Central Washington University  
Ad hoc Committee for Salary Equity  
RFP for Consulting Services

Scope of Services - The consulting firm will provide the University with the following services during the period January 1, 1998 through June 30, 1998.

1. Provide an overall plan for an evaluation of salary equity among currently employed full-time instructional personnel. This plan should include
  - a) guidance to determine appropriate factors to be incorporated into the analysis, such as (but not limited to):
    - i) previous experience.
    - ii) terminal degree.
    - iii) year of hire.
    - iv) productivity.
    - v) market value/discipline.
  - b) determination of the statistical significance of differing factors.
  - c) assistance in the development of appropriate data base of personnel information based on factors determined in consultation with committee.
2. Evaluate the equity of salaries between those within protected classes of personnel (Title 9) and those not in protected classes using the criteria developed above.
3. Evaluate the equity of salaries with respect to possible salary compression.
4. Provide identification of classes whose members appear to be receiving salaries that are inconsistent with the identified norm based on the identified criteria.
5. Provide initial identification of those individuals who appear to be receiving salaries that are inconsistent with the identified norm based on the identified criteria.
6. Interact with the committee on a regular basis providing interim reports on the progress towards the completion of the project.
7. Advise the university on possible methods of remediation.
8. Recommend a course of action for those with principal hiring authority to prevent this situation from recurring.
9. Assist the committee and the administration in communicating and presenting the results of this study to the university community.
10. Provide the university with a written report of findings and recommendations.

Requirements of All Proposals

1. Describe your company's relevant experience in responding to similar educational projects. Included information should
  - a) identify similar studies completed for similar sizes and types of institutions.
  - b) briefly describe the results of previous studies that your company has completed.

- c) provide references from institutions that your company has previously served.
    - d) describe experiences as an expert witness.
  2. Provide vitae of the principal person(s) who will be assigned to this project.
  3. Provide the rate structure for these services.
  4. Estimate the break-down of costs required to complete the delineated task for each item identified in the Scope of Services.
  5. Briefly describe the methods and statistical models that you have used in previous studies of this sort and your rationale for selecting the specific models to meet the needs of the constituencies served.
- 

The figures below provide a profile of the instructional staff. Included in this list are all tenured/tenure track faculty and nontenure track faculty with full-year appointments. Phased retirees are included with tenured/tenure track faculty.

**Tenured/Tenure track faculty (Total number: 327)**

Women	26.3%
Men	73.7%
Nonminorities	89.9%
Minorities	11.0%
Disabled	4.3%
Vietnam Vets	4.6%
Disabled Vets	.3%
Aged 40 & above	82.9%

**Nontenure track, full-year appointments (Total number: 57)**

Women	45.6%
Men	54.4%
Nonminorities	93.0%
Minorities	7.0%
Disabled	0.0%
Vietnam Vets	5.3%
Disabled Vets	1.8%
Aged 40 & above	71.9%

**Total percentages for both groups (Total number: 384)**

Women:	29.2%
Men	70.8%
Nonminorities	89.6%
Minorities	10.4%
Disabled	3.6%
Vietnam Vets	4.7%
Disabled Vets	.5%
Aged 40 & above	81.2%